CHAPTER III

RESEARCH METHOD

In this chapter the researcher presents of research design, the subject of study, procedure of the study, data collection method, and data analysis. While research procedure consist of preliminary study, planning, use, observation, and reflection.

A. Research Design

The researcher used Classroom Action Research to conduct research. Classroom action research designed to solve practical problems in the process of teaching and learning, especially in teaching vocabulary. The technique offered was used as one of the alternative technique to improve the students vocabulary ability. In research design classroom action research (CAR). It was done in come cycles with the topic is reading skill used. The writer uses Guessing word in classroom action research (CAR) by Kemmis and Taggart theory.(Kemmis & McTaggart: 1982)

In Classroom Action Research there are 3 words must be explain that: Research is activity to observe an object with certain methodology to get data or information which useful into develop quality about something which think interesting by the researcher. Action is activity which intentional to conduct with certain provide. Class is a group of students receive lesson and teach by teacher in same time and place. And classroom

action research is a observation toward activity which intentional to rise and happen in a classroom. Based on the model of Classroom Action Research in this study, preliminary study is first steps to know the teaching and learning problems in vocabulary ability. The next step is planning, to solve the problems and preparing the action. The next step is doing the action research based on the planning and the preparation. In the use the researcher act as the practitioner and the observer is the teacher English. The main of the collaborative teacher was observing the activities done by researcher and the student participation in the teaching activity. In observing, the researcher used observation sheets, test and the field note.
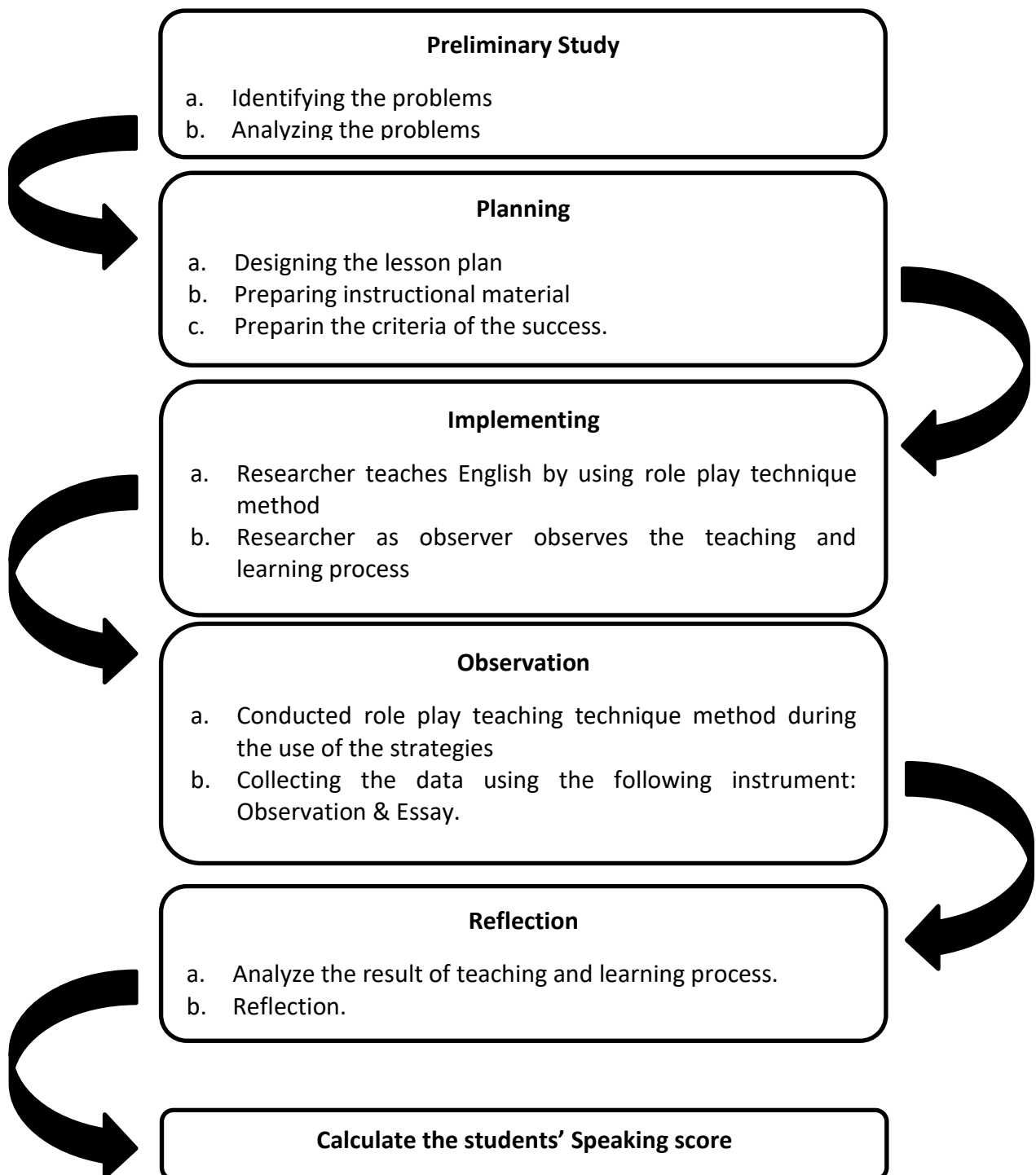
B. The Subject of the Study

The place of this research will be carried out of MTsN 1 NGANJUK. The subjects of the research are the student of class VIII-E at the academic year 2018-2019. The amounts of students in this class are 37; consist of 17 males and 20 females. The eight grade of E class was used as the subjects of the study because this class had difficulty speaking.

C. Procedure of the Study

The procedures of the Classroom Action Research (CAR) were adapted from Kemmis's and Mc Taggart's model. The adapted model of the Classroom Action Research procedures could, the procedure of taking the data used by the researcher in this study is presented in each phrase as follows :

Picture 3.1 Classroom action research model adapted from Kemmis and Teggart.

Preliminary Study

a. Identifying the problems
b. Analyzing the problems

Planning

a. Designing the lesson plan
b. Preparing instructional material
c. Preparin the criteria of the success.

Implementing

a. Researcher teaches English by using role play technique method
b. Researcher as observer observes the teaching and learning process

Observation

a. Conducted role play teaching technique method during the use of the strategies
b. Collecting the data using the following instrument: Observation & Essay.

Reflection

a. Analyze the result of teaching and learning process.
b. Reflection.

Calculate the students' Speaking score

1. Preliminary study

Preliminary research is useful to identify the problem whether it is appropriate or not to do the research. The preliminary research is done by interview the teacher about the problem and activities in the classroom in teaching learning process. The result of this preliminary research found that most of the students to less speaking and then the student are lazy to write some text. They rarely practice to write some text in speaking activity. So that, it is makes the students difficult in speaking and feel bored when doing speaking activity.

2. Planning

Planning is broadly defined as the process of defining the goals of the organization, creating a strategy for achieving that goal, and developing a work activity plan. The procedures of the Classroom Action Research (CAR) were adapted from Kemmis's and Mc Taggart's model. The adapted model of the Classroom Action Research procedures could be seen in the figure. The procedure of taking the data used by the researcher in this study is presented in each phrase as follows: Planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problems.

Before doing this research, the researcher make a plan then prepared to do the action. In the first step the writer or researcher prepared the teaching strategy and the procedure that will be implemented in the

research. Then, the researcher set the proposed solution and the criteria of success. Next, the researcher prepared everything needed to conduct the research such as the instructional material, strategy, media and the instrument used to collect and analyze the data. Based on the result of preliminary study, the writer or the researcher try to use role play to improving students' speaking ability.

a. Providing a suitable Strategy

In my study I use some paper that has been in small pieces so easy to hold on the head then the paper is written a scrip drama to be guessed by his friend. And then the student writes scrip drama and memorizes the script drama.

b. Designing a Lesson Plan

The Lesson Plan was arranged and developed based on the syllabus in the second semester of fourth year class. The lesson plan consisted of :

(a) course identity

(b) Standard Competence

(c) Basic Competence

(d) Indicators

(e) Learning Objective

(f) Learning material

(g) Approach and Techniques

(h) Teaching-learning process and

(i) assessment.

c. Instruments

In collecting the data, there were several instruments such as test.

1. Test

The test that used in this study, are namely: pre-test and post test. Pre-test was administered to measure the initial achievement of the students' ability in speaking.

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➢ Posttest 1 was administered to know the students' achievement after action.

➢ Posttest 2 was continued if the improvement was still not significant yet. Both pre-test and posttest was in the form of completion.

The students were given test (posttest) and asked them to do the test that related with topic. After the students finish in doing the test, the teacher asks the students the difficulties they might face during the learning process then the teacher conclude the lesson. Furthermore, the writer gave score to the students' speaking by k13.

Table 3.2

Score's Criteria of Oral Assessment

Aspect	Poor	Fair	Good	Very good
Pronunciation	The student bad in their pronunciation	The student has a lot of mistake in pronunciation	The students make a little mistake in their pronunciation	The students have not any mistake in their pronunciation
Vocabulary	Repeat the same vocabularies	Use limited vocabulary	Uses adequate vocabulary: some word usage irregularities	Uses varied vocabulary
Fluency	Cannot read fluently	Repeat words and phases	Speaks with occasional hesitation	Speaks fluently
Grammar	Cannot use grammar	Use little grammar and make some mistake with it.	Uses a variety of structures with occasional grammatical	Masters a variety of grammatical structure

			errors	
Content	The content is not clear and not understandable	The content is understandable	The content is understandable and has a good structure	The content is clear, understandable, has very good arrangement.

d. Criteria of Success

The data will collect from achievement test is analyzed by looking at the percentage of the score in every cycle of the test. The criteria of minimum score (KKM) 67, so if the student get 67 minimally it means that they are successful in teaching and learning process, and the percentage of successfulness which want to reach is 80%, so the students who get score 67 minimally must reach 80% of the students of the class. The formula used in this research is:

$$\text{percentage} = \frac{student\ who\ get\ minimally\ 67}{total\ of\ the\ students} \quad \text{X } 100$$

3. **Implementing**

In this step the research will use of Role Play method that had been planned before and observe the activities. Doing the activities as a teacher in classroom based on teacher's scenario or lesson plan. In this research,

the implementing was divided into three activities namely: pre-activity, whilst activity, and post activity.

a. Pre-Activity

In pre-activity the researcher acted the action before started to teach speaking to the students, such as: greeting the students and checking attendance of the students. And teacher introduce about the material about drama, type of drama, and script the drama.

b. Whilst Activity

The researcher gave the students some questions which related with topic and exercise the material then the researcher taught the students by using role play strategy.In here student practice drama with the group and student analyst the character of the figure because the last meeting student show the drama with the group.

c. Post Activity

The students were given test (post test) and asked them to do the test that related with topic. Student will be show the drama in front of the class and with the group. After the students finish in doing the test, the teacher asks the students the difficulties they might face during the learning process then the teacher conclude the lesson.

Researcher introduced reciprocal teaching method and explaining the rule. Divided students into four until eight groups consist of four or

five students for each group, gave the text for each group, instructed students to work based on the steps of reciprocal teaching, guided and facilitated each groups to present their result, monitor the whole discussion, reviewed the material, and the last activity was gave test to the students.

4. Observing

Observing the effectiveness or not of Role play as a teaching technique that used to teach the students. Observation was conducted both during and after the process, as follows:

a. Observing the students attitudes toward the teaching learning Process.

b. Observing the students' problem.

c. Analyzing and interpreting the result of the score of the test.

5. Reflecting

This reflection activity is another thing to do after the planning, action and observation, for considering the result of observation. In this phase, the researcher attempted to analyze the use of the strategy including both the strengths weaknesses. The result of reflection showed whether the suggested strategy in the teaching in speaking was satisfying or not in use the achievement of the subjects in speaking especially in eight grade students.

D. Data Collection

The data in this study was collected by using test (pre-test and post-test). The pre-test or IR was administered to the subject at the first meeting to show their ability in speaking before the researcher taught them by using Role Play. Post-tests were administered in order to find the result of the action.

E. Data Analysis

The researcher collected the data by comparing the result of the students' work from the initial reflection (pre-test) and reflection (posttest), looking at their mean scores. When the data had been gathered, then they were analyzed descriptively by using following formula:

$$M = \frac{\Sigma\, fx}{N}$$

M　　: Mean score of the average of the students' achievement on mastering word.

Σ fx　: The sum of total score.

N　　: The total number of students.

In order to get the mean score the researcher could determine the students' qualification inspired and qualification score of achievement of national assessment test.